# COLLABORATIVE TEAM PRODUCT RUBRIC Team: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Course/Code:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Unit Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| CRITERIA | | LEVEL 1 Fails to Meet Expectations | | **LEVEL 2**  Approaches Expectations | **LEVEL 3**  Meets STANDARD Expectations | **LEVEL 4**  Meets Expectations with Distinction | | Reviewer’s ***COMMENTS*** |
| **Team**  **Collaboration**  (Communication) | | * overall production quality and impression shows team did not consult each other much, if at all: there is limited consistency of planning forms and quality of product * too many inconsistencies in activity plans result in an unprofessional look | | * overall production quality and impression shows team worked together somewhat: there is some consistency of planning forms and quality of product * some inconsistencies in activity plans detract from a completely polished look | * overall production quality and impression shows team worked together well to meet standards: there is good consistency of planning forms and quality of product * few inconsistencies in activity plans result in a polished look that meets the standards | * overall production quality and impression shows team worked together in a professional manner to exceed the standards: there is complete consistency of planning forms and quality of product * no inconsistencies in activity plans result in a completely polished look that adds original elements to enhance teacher use and student relevance | |  |
| **Introduction & Organization**  (Knowledge/ Understanding, Communication) | | * required cover page info is incomplete or inaccurate * table of contents info is incomplete or inaccurate * page #’s lacking and/or material is not easy to find | | * required cover page info is somewhat complete; some major elements missing * table of contents info is somewhat complete * some page #’s identified, some material is not easy to find | * cover page contains most required elements; no major elements missing * table of contents info is complete * most page #’s identified, materials can be found with minimal searching | * cover page contains all five required elements * table of contents is complete and presentation enhances clarity of document * all page #s are identified, material is easy to find because of additional organizing strategies (i.e. colour coding, dividers) | |  |
| **Unit Design Templates**  (Thinking/ Inquiry, Communication) | | * unit templates are not complete; key aspects are missing and the writing is unclear * templates illustrate limited group understanding of the design down process as there is a complete lack of coherence between stages * Layout of templates are not “at-a-glance” readable and are cluttered | | * unit templates are somewhat complete; some aspects are missing and/or the writing is unclear * templates illustrate some group understanding of the design down process, but there is a lack of coherence between stages * Layout of templates are somewhat “at-a-glance” readable, yet is cluttered | * unit templates are complete and is written in clear language * templates illustrate considerable group understanding of the design down process as each stage connects well to the next * layout of templates are “at-a-glance” readable, relatively uncluttered | * unit templates are complete and is written with a clarity that succinctly captures the heart of the unit * templates illustrate exemplary group understanding of the design down process as each stage connects expertly to the next * layout of templates are “at-a-glance” visually attractive with effective use of space | |  |
| **Differentiation and Inclusive Practice**  (Knowledge/ Understanding, Thinking/  Inquiry and Application) | * section on differentiation demonstrates a limited understanding of DI principles – key details are not included and there is a lack of coherence between this section and rest of unit * section on inclusive practice does not make connections nor highlights how unit has included Transformation/ and or Social Action stages of the James Banks continuum | | * section on differentiation demonstrates a developing understanding of DI principles – DI details seem like an add-on and/or there is a lack of coherence with the unit * section on inclusive practice makes some connections highlighting how unit has included Transformation/ and or Social Action stages of the James Banks continuum but this seems like an add-on | | * section on differentiation demonstrates a developed understanding of DI principles – details are usually specific and highlight how DI is integrated throughout unit * section on inclusive practice makes considerable connections highlighting how unit has included Transformation/ and or Social Action stages of the James Banks continuum | | * section on differentiation demonstrates a well developed understanding of DI principles – details are always specific, logical, and highlight how DI is integrated throughout unit * section on inclusive practice makes excellent connections highlighting how unit is aligned with the Transformation and/or Social Action stages of the James Banks Continuum |  |

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| **Unit and Culminating Activity Overview**  (Knowledge/ Understanding,  and Application) | * rationale addresses few unit topics/ issues with little reference to why students should be interested * paragraphs are too wordy/simplistic and too short /long to set a good context for reader | * rationale addresses some unit topics/ issues with some reference to why students should be interested * paragraphs are written in a somewhat clear manner and set a reasonable context for reader | * rationale addresses most unit topics/ issues with considerable reference to why students should be interested * paragraphs are written in a clear manner and set a good context for reader | * unit rationale addresses only key unit topics/ issues with excellent reference to why students should be interested * paragraphs are written in a logical, succinct manner and set an excellent context for reader |  |
| **Culminating Activity (CA)**  **a) Description**  **b) Expectation**  **c) Details for**  **Teachers &**  **Students**  (Thinking/ Inquiry and Application) | * CA description is too simplistic, can be completed by ‘rote’; students are bored with it (GRASP test not applied) * CA did not seem to be developed with unit expectations in mind at all * CA only requires recall or drill-like responses at lower levels of thinking * no details/steps are provided for teacher * student assignment sheet is missing or confusing; CA is so poorly described and/or organized that students will need constant help/supervision to do it | * CA description is a performance, but is not contextualized enough to be authentic; students may be interested (many parts of GRASP test missing) * CA so broad it extends beyond unit expectations * CA requires a range of thinking, but mainly at lower levels so products are mechanistic in nature * too many or too few details/ steps are described so teacher is confused * student assignment sheet describes CA, but poor layout and/or details means students will need a lot of help to complete it | * CA description is close to authentic, but not exactly representative of what subject practitioners do; students are motivated (most of GRASP test applies) * CA developed with unit expectations, including enduring/important ones * CA requires students to use mostly high levels of thinking; similar products or solutions may result * major details/steps are listed for teachers, but some parts are hard to follow * student assignment sheet describes most parts/steps of CA, with enough detail for students to complete the task with some direction | * CA description is a truly authentic task for the discipline/subject; it engages students (GRASP test fully applies) * CA developed solely with the enduring/important unit expectations * CA requires students to use high levels of thinking; creativity is possible * major details for teachers include succinct notes for planning/setup, steps to run the task are very clear * student assignment sheet describes only key parts/steps of CA and written in student language and organized by headers, etc. so students can direct themselves |  |
| **Culminating Activity (CA)**  **d) Evaluation**  **Tools**    (Thinking/ Inquiry and Application) | * design down planning not evident: CA evaluation tools are disconnected from previous assessments * CA evaluation tools do not fully match the complexity of each aspect * rubric criteria are not suitable for task; they are too simplistic or too complex to be helpful * the rubric mostly contains comparative or confusing words so it is not useful to students trying to read or understand it | * design down planning somewhat evident: CA evaluation tools are loosely connected to previous assessments * CA evaluation tools assess process/product by tools that sometimes match the complexity of each aspect * rubric criteria are somewhat suitable for task; there are too many/few to be valid * the rubric uses so many comparative or confusing words that students need considerable help to understand it or to learn how to improve | * design down planning evident: CA evaluation tools are mostly connected to previous assessments * CA evaluation tools assess process/product by a variety of tools often matched to the complexity of each aspect * rubric criteria are suitable for task; there is a logical number and they are relevant to the task * the rubric usually uses discrete terms and clear language so students see differences in levels but may need help at times to know how to improve | * design down planning highly evident: CA evaluation tools are clearly connected to previous assessments * CA evaluation tools assess process/product by a variety of tools ideally matched to the complexity of each aspect * rubric criteria are extremely suitable for task; only key criteria are presented, they are highly connected to the task, and they correctly identify achievement chart categories for each * the rubric consistently uses discrete terms and clear language so that students easily distinguish between levels and know how to improve as a result |  |